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ABSTRACT

Although professional negotiations have in the past dealt mainly with welfare items such as salary and health benefits, this report contends that it is quite likely that the next major area of negotiations will be that of curriculum. In light of this probable increase in demand to participate in the curriculum decisionmaking process, the author reviews possible alternative methods for involving teachers, the community, and others in the curriculum decisionmaking process and suggests a preferred method. This method involves the formation of a curriculum council that would have representatives from all interested segments of the educational community including teachers, boards of education, parents and citizen groups, industry representatives, and others. The report details how this council would function. (JF)

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Shared Curriculum Decision Making and Professional Negotiations

Position Paper
of the
Illinois Association
for
Supervision and Curriculum Development

EA 005 573

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Shared Curriculum Decision Making and Professional Negotiations

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INTRODUCTION

Early in its work the committee took the position that its job was not to attempt to maintain the status quo of the curriculum directors' or supervisors' positions, or, for that matter, the status quo of any position in the school system. The committee felt that it should attempt to anticipate the changes affecting the current educational scene and develop some guidelines which would facilitate adaptation to the impending shifts toward shared educational decision making power among the boards of education, administration, classroom teachers, students, and community groups. Shared curriculum decision making is favored by the committee. *Persons affected by curriculum decisions should have a representative voice in making those decisions.* The voice of groups participating in curriculum decisions should be related to how curriculum decisions affect them. The problem seems to be determining how this involvement can be accommodated in the decision making process. It was felt that the recommendations of the group should be formulated in such a way that they are workable, not merely theoretical. This paper draws upon writings by members of the ASCD and ASCD publications, particularly the national publication, *Educational Leadership.* Some experience has accumulated in the area of professional negotiations, but their effect upon curriculum decisions, positive or negative, has not been determined. Those reported experiences do not point a specific direction for those involved in the negotiations process as it affects curriculum. This position paper certainly *should be reexamined at a later date* in light of the continuing developments in the area of professional negotiations.

SCOPE OF CURRICULUM DECISION MAKING

For the purpose of this discussion we will define curriculum decision making as a process by which the content and activities included in the instructional program or the techniques utilized in presenting that content are determined. An examination of the curriculum decision making process indicates that there are different levels of curriculum decisions: societal, community, governmental, administrative, parental, teacher, and student levels. There are currently many different patterns, both formal and informal by which curriculum decisions are made by individuals and groups. Curriculum decision making is and ought to be a continuous process, but although school administrators are under pressure to bring about radical improvements in public education, the form and substance of public education is surprisingly similar to that practiced fifty years ago. Only a handful of innovations have "trickled down" into a few adventuresome institutions. Perhaps this is because social institutions often behave like individuals in that they develop customary ways of behaving to insure an orderly progress toward institutional goals. In a study conducted by Lewin, he found that group commitment and participation in the setting of new norms were much more influential in changing behavior than individual attempts to change such norms.[1] This finding has led industrial psychologists to explore further the concept of participatory management. In other studies it has been shown that representative involvement in the decision making process can be as effective as total staff involvement in reducing or eliminating the usual resistance to program change.

POINTS TO CONSIDER IN THE CURRICULUM DECISION MAKING PROCESS

Some basic issues of curriculum decision making include: (1) Who shall determine what is to be taught? (2) How shall we organize to decide what is to be taught? (3) Shall we provide a comprehensive curriculum for all children and youth? (4) What shall we regard as general and specialized education? (5) How shall we maintain a balance in what is taught? (6) What subject areas deserve immediate consideration? (7) How shall we teach what is to be taught? (8) How shall we finance what is to be taught? (9) How shall we evaluate the subjects that are taught?

[1]Lewin, K. "Group Decision and Social Change." In C. C. Swanson, T. M. Newcomb and E. L. Hartley (Eds.) *Readings in Social Psychology* (2nd ed.) New York: Holt—1962.

(10) What procedure will we employ for removing from the curriculum those things which are no longer pertinent?

General points for consideration include:

> Teachers are more militant and their expectations are different from those of teachers a decade ago. There is every reason to believe this trend will continue in the foreseeable future. In the future we may negotiate the curriculum as we now negotiate salaries and fringe benefits. The history of the professional negotiations shows that the negotiations movement continually expands its horizons. Most of the early negotiations have dealt with employee welfare items such as salary and health benefits. It is highly likely that the next major area of negotiations will be in the curriculum area. Some districts have already written into their master contracts such things as: restrictions on classroom visits, on textbook selection procedures, teaching assignments, teaching hours, transfer policies, released time, length of class periods, school day, curriculum committee selection, teachers, class size averages, length of the school year, numbers of weekly periods, preparation periods for elementary teachers during art, music, and physical education instruction time, procedures for selection of instructional equipment and materials, pupil-teacher ratios and class size maximums. At this point in time, it is difficult to appraise results of curriculum negotiations. However, experience thus far seems to indicate that the negotiations table is not a satisfactory place for dealing with curriculum matters. The curriculum collective bargaining approach appears to be a self-defeating process.[2]

In addition to the teacher pressure for a more active role in the decision making, there are other complicating factors. The urban schools, particularly in the ghetto areas, face a challenge from the community to become more relevant. These schools are being pressed to give the parents and the students more of a voice in the operations and curriculum of their schools. The growing student militancy at the college levels seems to be spreading to the high school and even to the junior high.

Other elements challenging the status quo position of curriculum decision making are: the growth of technology, the recent advances made in the areas of computer assisted instruction, the performance contract approach, the 300 plus industries with education departments, and differentiated staffing patterns being tried presently by a number of schools.

A further point for consideration was made by President Nixon

[2]Wynn, Richard, *Kappan* "Collective Bargaining," Volume II, Number 8, April, 1970, pp. 415-419.

in his March 3, 1970, education message when he stated, "From these considerations we derive another new concept—accountability. School administrators and school teachers alike are responsible for their own performance, and it is in their interest as well as in the interest of the pupils that they be held accountable." If schools are to be held accountable for results as President Nixon urged, then very likely the emphasis will shift from teaching to learning. This opens the possibility that in the future, accreditation for schools will be based upon student accomplishment rather than the facilities, materials, or the student/teacher ratio, or other currently utilized criteria. The impact on the curriculum decision maker will be tremendous.

In the May, 1970, issue of *Education Technology*, Abbott and Eidell point out that those who study schools in depth report that the reform movement in education is more illusory than real, that the typical teacher still considers his primary function to be that of presenting information and quizzing students to see if they have ingested that information, and that although temporary experimentation is rampant, few changes of any magnitude have actually become institutionalized and those minimally disturb other components and sub-components of the organization. On the whole, educational organizations have so far effectively resisted the adoption and institutionalization of radically new instructional materials, processes, or arrangements.[3] In a society such as ours where teaching the skills to live in a fast changing society may be the major role of the school the curriculum decision maker finds himself in an untenable position, particularly if his decisions are arrived at without wide constituent participation.

All of these factors complicate the professional negotiations movement and the curriculum decision making process. Curriculum selection committees must tap all available knowledge experiences and resources of the community: parents, teachers, students, union representatives, administration, universities, industry, as well as the child development and subject matter experts.[4] This is presently not frequently done nor has seldom been done in the past. The committee presenting this position paper will later list the contributions which it feels each of the various groups such as parents, teachers, students, etc., can make to the process of shared curriculum decision making.

[3]Abbott and Eidell, *Education Technology*, May 1970, pp. 62-63.

[4]Education Policies Commission, *The Structure and Administration of Education in American Democracy*, Washington, D.C.: The Commission, 1938, pp. 67-68. (NEA-AASA sponsored Educational Policies Commission)

THINGS THAT SHOULD AND SHOULD NOT BE NEGOTIABLE

It is strongly recommended that the following items *not* be considered negotiable because of the effect which they have directly upon the curriculum and the fact that the resolution of them will be or may be more dependent upon the skills of the negotiator than on the actual needs of children. Negotiation of these items would allow curriculum decisions to be made by representatives of only *some* of the groups affected by the decisions. These include:

Restrictions on classroom visitations (Grievance procedures should take care of any misuse of the classroom visitation privilege by administrators and supervisors.)

The clock length of class periods (Modular scheduling and various other instructional innovations such as the use of computer assisted instruction and television teaching may not fit with a regular scheduled program and may require flexible scheduling. The schedule maker must be able to make the decision based on research and study rather than on negotiations.)

Textbook selection.

Curriculum council representation or makeup of the council. (This must be a cooperatively arrived at decision whenever possible.)

Procedures for selection of instructional equipment and materials and brand names of these materials and equipment. (However, the criteria to be utilized in the selection of the equipment and materials may be negotiated.)

Content and activities of a course of study.

Scope and sequence of a course of study.

Educational objectives.

It is felt that basically only "time," "money," and "working conditions" should be negotiated.

Negotiable things may include:

Teacher/pupil ratio.

Procedure for selection of curriculum council.

Textbook/equipment selection procedures.

Teacher assignment.

Teachers'/students' working hours, days, year.

Transfer policy.

Released time for study, committee work, in-service, etc.

Adequate supervision and assistance.

Better financial support.

GENERAL GUIDELINES FOR SHARED DECISION MAKING

(1) Persons who are affected by the decisions of a curriculum council should be represented on that curriculum decision making council.

(2) The framework for involvement in curriculum decision making must permit and enable any group of teachers, students, administrators, and community members to submit a proposal to the council.

(3) Any procedure worked out must recognize the existing power structure within the community.

(4) The mechanism for shared decision making must encourage and permit two-way communication to take place.

(5) The curriculum council must be completely separate from the professional negotiations committee.

(6) The council should be formulated along the lines recommended by the ASCD in their 1963 publication *Organizing for Improved Instruction,* pages 15-17, which says, "Each school system needs some continuing body with special responsibility to formulate recommendations and to make decisions within the framework of overall policy. Here we are calling this body a curriculum council. The council initiates and is a clearing house for studies, experiments, and innovations. In general it is advisory to the assistant superintendent for curriculum and instruction."[5]

(7) Membership in the curriculum council, when it is impossible for all the professional staff to participate directly, must be truly representative of classroom teachers, fellow administrators, a curriculum resource specialist, business operation personnel, union representatives, community groups and students. The curriculum council must have ad hoc representation as the matters under study require from such groups as curriculum commissions, continuing groups of specialists within the system, task forces or study groups established for the specific purpose, and including self-selected parent/citizen groups. The involvement of parents and citizens in the curriculum council complements the ASCD stand taken in its publication, Collective Negotiations in *Curriculum and Instruction,* 1967.[6]

If a separate inclusive organizational structure is set-up to work on curriculum matters, then, curriculum concerns should be handled through a cooperative process rather than at the heated bargaining and negotiations table. This will enhance the possibility

[5]AASA and ASCD, *Organizing for Improved Instruction,* Washington, D.C.: The Associations, 1963, pp. 15-16.

[6]Bishop, Leslee J., *Collective Negotiation in Curriculum and Instruction,* ASCD, 1967.

of devising curriculum that will conserve students' time, utilizing that time efficiently and effectively. Doing this economically and efficiently depends upon a group with a balanced representation of knowledge from the areas of education, psychology, anthropology, community aspirations, professional negotiations, and many other areas.

MAJOR CONTRIBUTIONS THAT MAY BE MADE BY EACH GROUP

The framework of this committee, as stated before, must encourage and permit any other reference groups—teachers, parents, students, administrators, community—to submit a proposal to the council. For this to take place some persons or a person must be assigned the task of developing the committee into a functioning organization. A type of "systems approach" which establishes the contributions each school reference group can make and involves them at the appropriate point seems a more realistic approach than a procedure which becomes an exercise in group dynamics. The committee must be developed in such a way that decisions are not "hung-up" in committee but that decisions can be made at the appropriate place and time. Contributions that each group might appropriately make are listed below.

Students can contribute by reacting to the relevancy of the content of the curriculum, and the effectiveness of teacher presentation. They may provide an invaluable source of back-ground information on learning problems, their concept of the continuity of the program as presented to them. Their own purposes and desires as related to the subject at hand, and their reactions to pilot programs can also provide valuable feed-back.

Teachers can assist in providing the sequence and placement of subject matter and students within the subject area, the diagnosis of student background, the philosophy or purpose of their subject matter, the knowledge of alternatives in their subject fields, a continuing focus on the learner's needs as well as the teacher's neds in relation to implementing the program.

The superintendent should be able to contribute an overall philosophy of purpose and the various alternatives available such as whether the school should concentrate on a comprehensive high school, general education, become a technical school, or be largely a college preparatory school.

Boards of education can (with the superintendent) maintain a focus on the overall guiding philosophy or purpose of the school district as well as the current state of the budget.

The curriculum specialist, with the superintendent and board can assist in the development of the philosophy as well as providing

information on alternatives available, subject matter content and organization (scope, sequence, continuity) to the curriculum council. In effect, he becomes a resource person to the curriculum council and an in-service education organizer.

Representatives of the colleges of education can assist with the development of philosophy and report on recent research their institutions may have conducted on the subject.

Parents and citizen groups need to be consulted on the formulation of the goals and purpose of the school. They provide valuable feedback in terms of their aspirations for their children.

Industry provides us with their expectations of their future employees as well as with information pertinent to the topic at hand.

Graduates from the school can provide information about the program some three or four years after they have graduated or moved from that grade level.

Our society provides various alternatives for the instructional program. These must be taken into consideration.

HOW THE COUNCIL WOULD FUNCTION

The curriculum council, composed of representatives of each segment listed above, or some variation thereof, would function in the manner explained below.

Step 1—A proposal for curriculum change or inclusion is submitted (on a form provided) to the council committee, directed to the attention of a designated person.

Step 2—The curriculum council would then look at this and other proposals that have been submitted and establish priorities for the various proposals submitted to them in terms of cost, needs, funds available, and so forth.

Step 3—The curriculum council would discuss each proposal in terms of: philosophy as it relates to the school system's philosophy, the findings of current research on this subject, concepts to be developed, their organization and validity, sequencing of skills to be developed, feasibility of implementing and evaluating such a program, available alternatives or modifications of the proposal.

Step 4—The council, considering the above, would vote on whether to accept or reject the proposal. A blanket acceptance or rejection need not be the only available decisions. The council may choose to reject a proposal until specified conditions or modifications are made.

Step 5—If the curriculum council rejects a curriculum proposal, it must provide a written justification which it would return to the submitting group or individuals, retaining a copy for its files.

This means there must be a writer or a committee representa-

tive available to meet with the group whose proposal was rejected if a representative of that group does not meet with the total curriculum council at the time of the hearing of their proposal. The writer should have released time, paid for by the district, in which to write the opinion. The group may resubmit the proposal after meeting the objections given to them by the council. If a proposal is resubmitted, the entire procedure may be repeated or a special compliance committee may be formed to see if the proposal has, in fact, been modified according to specifications. Checking the alterations in the budget would be a concern of this compliance committee.

Step 6—Proposals that are accepted, if innovations or new curriculum programs, should be tried in pilot situations in the larger districts, when possible, with the teacher or group who was involved in the development of the proposal.

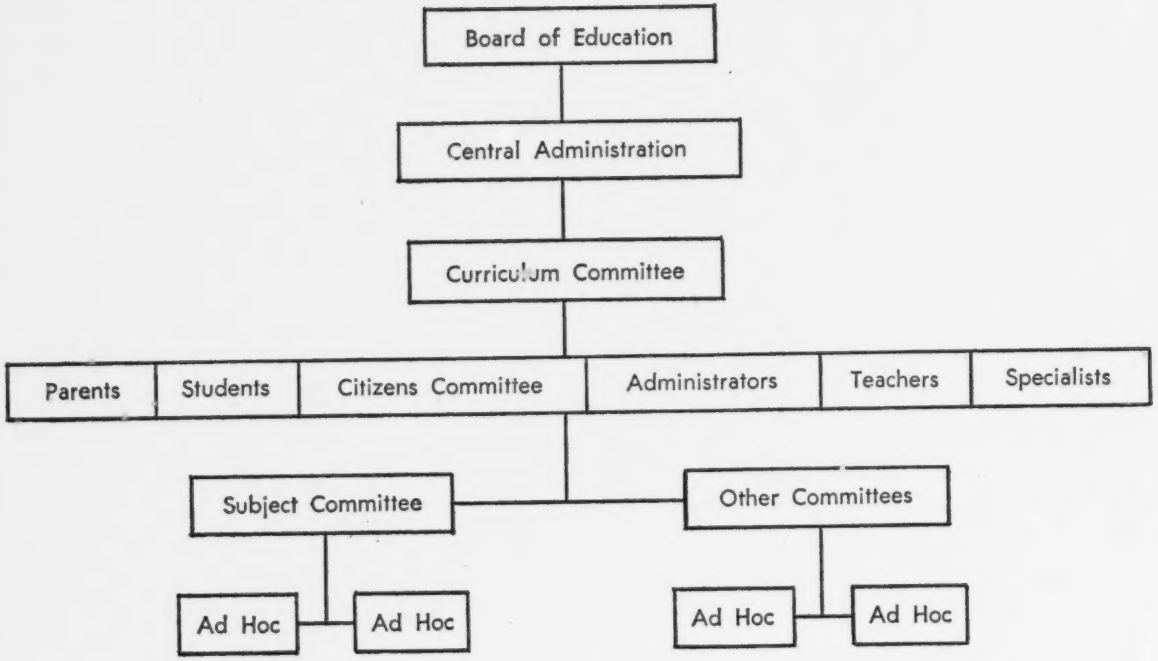
Step 7—The evaluation procedures should be developed by the persons responsible for the curriculum, indicating at what point a rejection, a modification, or a recall of the program would be decided upon.

Step 8—Dissemination in a small district might well include a single teacher. However, in a larger district, the in-service program decision would be made following the evaluation of the pilot program. From this evaluation a decision to continue, expand, modify, expel, etc., would be made by a designated person or committee. In-service plans for the dissemination of the project would be made at that time, if necessary. Periodically the program would be evaluated by the criteria set up in Step 7 and a decision on whether to continue, expand, modify, expel, etc., would again be made. This keeps the curriculum up-to-date by removing those things that no longer serve the best interest of the students.

Since the area of curriculum is at the very heart of the educational process, it is essential that negotiations in this area be approached with caution and care. Concern for the student and the educational process must be present on both sides of the table and must serve as a basis for decision making.

It is strongly recommended that those negotiating on both sides of the table remember that negotiation is a two-way street. Those asking for a share in the decision making are undertaking and asking for an added share of responsibility. This responsibility may consume many man hours. If a teacher is hired to teach and he wishes to assume a greater responsibility in the area of decision making, he must be prepared to devote the necessary time to it *at his own expense,* or at best upon a shared time plan; that is, the district may release the teacher for some share of the time involved and the teacher would have to use some of his own time to provide the additional hours necessary. Most teacher negotiation committees in the past have been willing to assume this responsibility for the purpose of negotiations. If a committee is empowered to share in the decision making, it must be ready to propose

DIAGRAM OF STRUCTURE OF CURRICULUM COUNCIL



projects, consider the projects of others including those of the administration, draw up and administer guidelines for the consideration of each project, keep abreast of the needs of the community and of the youngsters involved. It cannot function well if it serves only as confirmer or a vetoer of the ideas presented. It can serve with less man hours if it is willing to serve in an advisory capacity only; nevertheless, even this capacity demands much time.

In summary, the following guidelines are recommended:
That a Curriculum Committee be appointed, and

(1) That the committee be composed of an equal number of teachers, students, administrators (including department chairmen) and parents or community members.

(2) That the Curriculum Director be the Chairman of the group; that the business manager serve ex-officio on the committee.

(3) That the committee meet at set times with an agenda prepared and submitted to all in advance of the meeting.

(4) That all proposals to the committee be in writing and include a rationale for the program proposed.

(5) That the committee establish at the beginning of each meeting an order or priorities and stick to it.

(6) That each person proposing an item to the committee be given a reply within a two month period by the chairman of the committee.

(7) That the committee establish guidelines during its first meeting; these guidelines will be used as an objective means of reviewing the various items presented: that these guidelines have as their central theme "the welfare of students."

(8) That the committee recognize that its recommendations can be implemented only if time, money, staff and facilities permit. The involvement of parents and students should aid and assist in the securing of funds for worthy projects.

(9) That the committee deal only with curricular problems and not serve as a negotiating team.

(10) That the committee be composed of people who are not serving as negotiators.

(11) That the committee be empowered to invite into the meetings specialists when their services are needed.

(12) Some items that might be considered are:

To what extent is the curriculum meeting the needs of the students?

What type of curricular offerings might have more value and meaning for students?

How are textbooks and equipment selected from the many offerings?

What type of change or innovation should be considered and/or planned for?

How effective is the in-service training program?

What might be done to improve it?

Is the staff being meaningfully employed in the school?

What additional community resources might be utilized?

To what extent do class size and teacher assignment affect the curricular offerings of this particular school?

How might these be improved?

To what extent would the committee favor implementing the proposals of the community? How could greater support be mustered?

Do the educational objectives of the school need changing? In what way?

Can additional financial support be obtained for the school? If not, and if a new proposal is approved and would need funding, what program that is now offered should be discontinued so that the new program could come into being?

What type of time-schedule could best be used by a staff for effective textbook selection? What type of procedures should be used? What criteria or guidelines should prevail?

HOW THIS PLAN RELATES TO THE EXISTING STRUCTURE

The curriculum specialist's effectiveness would be largely dependent upon his individual initiative to exert instructional leadership on the educational decisions rather than his position as a member of an institution. He would then have as one of his major responsibilities education of the superintendent, board, and teachers on curriculum decision making and stimulating the development of a procedure which will keep items directly related to curriculum off the negotiation table and in the province of the curriculum council.

There is a need for a systematic reconstruction of both the content and the organization of the subjects of instruction. There is the problem of selecting from an overwhelming array of knowledge those key ideas and relationships that are suitable for general education. This is the job that specialists are just beginning. It must be a cooperative effort of equals. There is also the problem of pedagogical strategy and how to organize the materials for instruction so as to produce not only knowledge in science and technology but also the knowledge, attitudes, and appreciations required for excellence in all aspects of life. All professional educators as well as others affected by these decisions must be involved in making these decisions.

Informed and involved community representatives would assist in preventing curriculum modifications forced upon schools by all sorts of Ad Hoc pressures. The need for clerks and bookkeepers, for example, puts a premium on arithmetic and handwriting. The space race caused us to push the science curriculum formerly for upper grades down into the primary. Multitudes of immigrants frightened the school authorities into putting more emphasis on instruction that would assimilate them into the American way of life. Science met stiff resistance from curriculum makers until the nation's economy put a high value on the agricultural and mechanical arts. In short, the curriculum grew more or less vigorously in many directions by reacting to a variety of social pressures. These decisions should have been made by groups representing various facets of our school community. Community groups and students should provide input in decisions on what kinds of persons we wish to help young people become, and consequently, what we should be teaching them.

College professors should be expected to provide specific information on questions such as: If a student is to reach his fullest potential in your field of physics, philosophy, or art, obtaining from it the best it has to offer, what is the most important variable essential to his success in your field? What prerequisite skills must he have when he comes to you that will insure success in your field?

The daily instructional decisions made by teachers and students; the institutional decisions made by teachers and administrators; and the more remote societal educational decisions made by school board members, state legislators and federal authorities would probably remain as made by these groups.

Specific roles for professional personnel and lay groups are essential if conflicts are to be avoided and cooperative efforts are to be achieved. Authority and responsibility for curriculum planning and implementation must, as much as possible, be decentralized in building units. It has been recognized for some time that for several reasons the school unit is the best level for curriculum planning. Most schools serve limited geographical areas. Their pupil populations frequently are socially, politically, and economically homogeneous. Such homogeneity when it exists tends to encourage communication among residents. In most schools, members of the staff with the leadership of a supervising principal work together at methods of implementing the curriculum. Informal groups would develop naturally around neighborhood school units since there would be interaction between formal and informal groups in the curriculum planning. At the unit level, informal groups are likely to facilitate the process. In urban school systems, decentralized to smaller districts or even to individual building units and complexes, cooperative efforts by professional personnel and lay citizens becomes possible. Curriculum councils would involve all professional personnel of the school plus representatives from the patron group within the school attendance area. Such cooperation and curriculum

planning for schools would help to preserve and to expand democratic processes in urban communities, a contribution justifiably expected from the schools. It would also produce sounder curriculum planning and better community acceptance of the program of the schools.

Organization for curriculum planning will fit every school or system. The type adopted will depend somewhat on whether one building unit or several are involved; whether the school is elementary or secondary; and whether the total school program is under study. Organization needs to be such that curriculum planning may be both vertical when in the subject fields and horizontal by grade level. In any case, every group organized to carry on some specific function must find its own ways and means of working. The actual translation of curriculum decisions into a written document is a culmination of the curriculum development project. A great aid to planning groups is a written record of decisions made. The individuals who make the decisions must participate in the writing. Some responsible groups such as the Steering Committee or an editorial committee will have to accumulate and package all of the written materials prepared by the participants. The final document must be submitted to the total group and the board of education for approval before steps are taken to implement the curriculum in classrooms.

ALTERNATIVES TO FORMULATING A PLAN OF SHARED DECISION MAKING

An increasing number of authorities believe that the contemporary revolutionary forces evident in all of society today may be interpreted as manifestations of this society being at a pivotal point in the history of Western civilization. In effect, they say, we are living in a society which is in a crisis and that historically a society in crisis will focus on its largest enterprise, which in the United States happens to be education. In the past thirty years education has changed in the U.S. from a luxury to a necessity, thus the pressure and the number of beneficiaries have increased, with the pace of change on all fronts accelerating. The pressure exerted on the schools by an increasing number of beneficiaries who are demanding access to the decision making process is almost certain to increase. Individual districts must decide whether to fight the mounting pressure from these groups or to invite them into the decision making process.

The radicals in our society operate on the premise that groups in power never share that power willingly, therefore, it follows that a group without legitimate power must fall back on coercion and at least the threat of violence to effect social change. If we look at the early labor movement, the methods adopted to force atten-

tion to demands (strikes, picketing, and sit downs) were initially condemned as immoral and illegal. Eventually, however, the demands were met at least in part, and the methods for exerting power were condoned, defined, and legitimized. Hence, it would seem to shed light on the current teacher militancy and professional negotiations movement that we might consider in retrospect the kinds of policy that contributed toward bringing about the ultimate condition of shared power through peaceful transition, and what kinds contributed towards violence, property loss, and bloodshed. Five possible outcomes are anarchy, massive repression of the militancy, disruption followed by restructuring, gradual evolution, and suppression, returning to previous power balance.[7]

With professional negotiations laws already enacted in twenty-four states, it appears only to be a matter of time before Illinois will also pass a professional negotiations law which will legally recognize and legitimatize the powers of the teachers' organizations. Since an organization such as the school functions as a total system, an alteration of any part of the system produces alterations in all other parts of the system. Professional negotiations laws and teacher entrance into a legitimatized power position have definite implications for the total system. For this reason, this paper is not an attempt to maintain the status quo of any position in the school system, for one of our major problems may be that we have a new breed of teachers but not-so-new breed of administrators who continue to attempt to operate in much the way they would have prior to the advent of professional negotiations.

SUMMARY OF POSITION

Historically, negotiations have been progessive. Although professional negotiations have dealt mainly with welfare items such as salary and health benefits, it is quite likely that the next major area of negotiations will be curriculum.

Indications of the possible labor movement outcomes described by Willis W. Harmon: anarchy, massive repression, disruption followed by restructuring, gradual evolution, and suppression with a return to the previous power balance are already clearly evident in the brief span of teacher professional negotiating. Although little evidence exists that the negotiating table is a satisfactory place for curriculum matters, an increasing number of master contracts include items such as length of class period, length of

[7]Harmon, Willis W., "Contemporary Social Forces and Alternative Futures," 1970 paper (Director at EPRC Stanford Research Institute).

school day, curriculum committee selection, class size averages, textbook selection, etc. Negotiators are, in fact, involved in curriculum decision making.

If persons demanding access to the decision making process are invited in by the school system, no one organizational pattern for curriculum decision making will fit every school or system. The pattern derived will vary depending on the type and size of district, staff, and community. Rgardless of how the curriculum planning or curriculum decision making process functioned prior to community awareness and professional negotiations, the advent of legalized professional negotiations and community consultations in the area of curriculum development will definitely have an impact upon the process. Consequently, the school district should review the possible alternatives open to them and select courses of action and policies which will enhance the possibility of the desired future state of affairs occurring.

Some possible alternatives appear to be:

(1) to assume the stance that items in the instructional and curriculum areas are non-negotiable and attempt to hold to this position, thus maintaining the status quo;

(2) to assume the laissez-faire or "wait and see" attitude, drifting with the flow of events or delaying while waiting for the direction of the current professional negotiations movement to become clear;

(3) to spell out and specify limited negotiations in the area of curriculum, that, for example, the district will negotiate funds for curriculum development and in-service, but not the particular program for which these funds would be utilized;

(4) to accept the idea that in the future we will negotiate curriculum items in much the same manner as we now negotiate teacher welfare and begin establishing procedure and guidelines for negotiating curricular items in such a way that the actual needs of the students are paramount rather than the skills of the negotiator determining the outcome; and

(5) to establish a recognized and legitimatized separate channel to which curriculum items can be brought for group action and administrative decisions.

The curriculum decision making committee, obviously favors the latter alternative, the establishment of a curriculum council along the lines recommended by the ASCD in *Organizing for Improved Instruction*:

"Each school system needs some continuing body with special responsiblity to formulate recommendations and make decisions within the framework of overall policy. This

council initiates and is a clearing house for studies, experiments, and innovations, and in general it is advisory to the administrator in charge of curriculum and instruction."[8]

Obviously, one way or another, teachers, collective bargaining groups, students, community groups, parents, administrators, etc., are going to have a voice in curriculum decisions which affect them. This committee herewith forwards a plan for structuring these contributions.

[8]AASA and ASCD, *Organizing for Improved Instruction*, Washington, D.C.: The Associations, 1963, pp. 15-16.

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